



The Global Connection

CGE Launches J-Term Program



The CGE sent two programs abroad in the J-Term 2020. Dr. Abegaz, an associate professor in the CSU Chemistry Dept., traveled to Ethiopia with six students to study “Environmental Issues in Sub-Saharan Africa: Challenges and Prospects for Sustainable Development”.



The students traveled to Lalibela to look at the environmental issues of the rock-hewn churches that are carved out of a single block of stone in the 12th century. These 11 churches are connected through a series of carved passageways and naturally occurring valleys. They then traveled on to Bahir Dar, and took a boat trip to Lake Tana, the source of the Blue Nile River, were able to hear a presentation at the Regional Environmental Office of East Africa at the American Embassy, and listened to lectures at the Addis Ababa University on water pollution, Green Chemistry and environmental issues.

Check out a student reflection on page 2

Dr. Spears, Executive Director of the CGE, traveled with five students to France to discover “Europe at the Crossroads: Culture, Identity, and Politics in the EU”.



The program took place in Strasbourg, France — the parliamentary capital of the European Union (EU). The students spent the time learning about contemporary issues in the EU including migration, BREXIT, international trade, nationalism and foreign policy.

At the end of the trip the students were able to spend two days exploring Paris.



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About the Center for Global Engagement

Columbus State University strives to ensure that all its students have opportunities to become globally competent. Students must have the knowledge, cultural self-awareness, and adaptability to function effectively in an interconnected world.

It is through the study of other cultures and by studying, working and living with diverse peoples that CSU students will be prepared for working in business, government, or education, and contributing to their communities, all of which are globally connected.

Ethiopia Study Abroad—Student Reflection

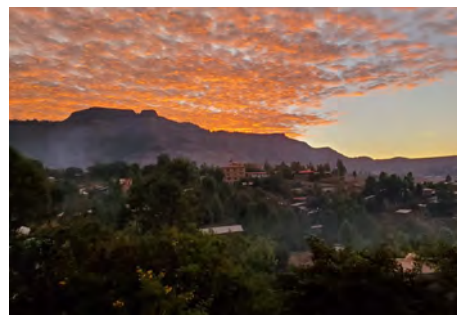
By Dominika Sherwood

Driving out of the airport in our white van, we were greeted by the air, laden with exhaust fumes, attacking our nostrils. The main road, which we got to know very well in our 10 day stay, was lined with tall, gray skyscrapers filled with billboards and display windows all in Amharic (the national language). Bright and colorful flowers dotted the median and occasional statues caught my eye as I was getting my first glimpse of the capital, Addis Ababa. We made it to the guest house, got the keys to our room, and shaking off the jetlag, prepared for the day ahead. On the first day, after our 20-something hour long journey, we visited one of the campuses of Addis Ababa University and went to eat at a local restaurant. We sat outside and I decided to dig right into the traditional cuisine. Injera, a tangy, spongy flatbread made from teff flour, paired with a vegetarian bean powder stew mixed with an array of chili-pepper and nutty spices. I loved it! The injera was very filling and I tried to order it as much as possible throughout the trip.



The next few days were very busy. There was so little time and so much to see. We went to the National Museum where the bones of the oldest human fossils, Lucy and Salem, are housed alongside an exposition about the human evolutionary journey, Ethiopian historical artifacts, and beautiful art. We had a very knowledgeable and entertaining guide. We also went to an orthodox catholic church called St. George. Another day to a natural hot springs park near Nazareth, where we watched monkeys steal lollipops from children. We visited a polluted site on a river running through the city. After all, this was also a trip to learn about the environmental impacts from a rapidly growing city and the ways in which chemistry is helping solve some problems. In the region near Nazareth there is a natural excess of fluorine which causes tooth and bone decay, but some chemists that we met and had lectures with studied how a group of minerals, zeolites, can be a natural way of taking up some of that excess fluorine. While driving and flying over the landscape, we noticed many hillsides being dug into, squares upon squares of subsistence farms, and very little forests (partly due to the climate and partly to land degradation).

January 6th was a special day. It is the day that Christmas is celebrated in Ethiopia, and we were lucky to be at their holy city with 1,000-year-old rock-hewn churches, carved out from the volcanic rock (basalt) common in that region. Mass pilgrimages made the city of Lalibela overflowing with people dressed in white. The churches were like nothing I'd ever seen before. I cannot imagine the intensive labor required to dig out such stoic structures. From Lalibela we traveled to Bahir Dar to see the source of the Blue Nile, Lake Tana, where we learned about a dam project which gave limited access to that part of the lake. A sunset boat ride brought a hippo(!), pelicans, and delicious, piping-hot fresh fish stew with injera. We participated in a coffee ceremony, visited the University at Bahir Dar, and that night came back to Addis to go to another cultural house and watch traditional Ethiopian dancing. It was very rhythmic and captivating. Over the last few days, we attended environmental chemistry lectures with the professors from Addis Ababa University, went to the U.S. Embassy headquarters to talk about environmental issues facing Addis like water and air pollution, and visited Unity Park. This park was an expansive historical site of the palace grounds built by the previous Emperor with many attractions.



The whole experience allowed me to combine my passion for traveling and exploring new places with my devotion to learning about the challenges our planet faces today and ways in which people are trying to mitigate these issues. I was able to immerse myself completely in a new culture and gain a new perspective for my chosen field, and I wish I could have had more than just 10 days in that beautiful, rugged country.



CGE Updates

Dr. Erinn Bentley—New Associate Director



Congratulations to Dr. Bentley, Associate Professor of Education, for her new appointment as the new Associate Director at the CGE. Dr. Bentley's responsibilities include coordinating the International Learning Community (ILC), overseeing the International Education Committee, and related international programming at CSU. Dr. Bentley has experience teaching study abroad programs at CSU's Spencer House in Oxford, England, Japan, and Ecuador. She plans to lead a new study abroad program for teacher education students to Belize in 2021. Dr. Bentley's previous foreign experience included living and teaching in Japan prior to her arrival at CSU. Everyone at the CGE is thrilled to welcome her to the team.

2020 Kiongozi Award Winner — Kevin Castillo

The word "kiongozi" means "leader" in Swahili. Each year the CGE awards this honor to a graduating international student, based on demonstrated extra-curricular involvement and academic leadership. This year's Kiongozi award went to Kevin (Omar) Castillo. Kevin is an international student from Colombia in the MBA Program at CSU. He first came to the U.S. in 2015 to study Business Management. Kevin, who will graduate in December, was an International Student Services Scholarship recipient (2015-2017).

Kevin is a Graduate Assistant in the CGE and is serving as President of the International Club. Kevin was an active member of CHISPA (CSU Hispanic Assoc.), and then served as an advisor for them in 2018. He worked as an admissions counselor in 2018 and a GA in the Admissions Dept. in 2019. Kevin has demonstrated outstanding leadership, has excelled in the classroom, and is instrumental in promoting cross-cultural awareness among the student body as a part of the International Learning Community, leading many of our Global Dialogues. Kevin cares deeply about the international student population as well as advancing internationalization both on campus and in the Columbus community.



Katherine Grego, Study Abroad Coordinator - NAFSA Academy Class 17



I first heard about NAFSA Academy from the previous study abroad coordinator at CSU. Once I learned about the professional development resources that they could provide I made it a goal to complete this within my first five years in international education. The Academy involves a regional cohort of individuals in international student services, education abroad, and enrollment management who are paired with a coach who serves as a mentor throughout the year. My favorite experience so far was Spring Training in Atlanta. It was reassuring to be able to discuss current challenges with peers prior to the US becoming greatly affected. The workshops were intensive crash courses in all things international education complete with handouts and a textbook. I look forward to our monthly Academy webinars, cohort

virtual meetings, and one-on-ones with my coach. In this short period, I've been able to grow deep networks with international educators from across the country which is invaluable for my development. Over the last few months, I've been developing a Learning Plan with goals that I plan to complete during the rest of the year. The largest component of my plan involves coordinating the Lessons from Abroad Returnee Conference on September 27, 2020. The conference provides study abroad alumni an opportunity to reflect on their experience, go abroad again, and learn some tangible skills from how to add their program(s) to their resume to speak about study abroad in job interviews. I attended the LFA conference as a student, graduate assistant, and also a full-time staff prior to agreeing to chair the conference and feel like I've come "full circle". Another perk of being selected to the Academy is the registration for the Regional and Annual Conferences through NAFSA. We received notification that even though the conference was cancelled for May 2020 in St. Louis, we will be given registration for the 2021 annual conference in Orlando! As someone who is a huge amusement park fanatic I look forward to this even more, now. I am so grateful to the CGE for nominating me and sponsoring me. Without their support this opportunity would not be possible.

Reflections of a former International Student: Olufunmilayo Sofoluwe



When I grow up, I want to be an International Student Advisor

I am a graduate student at CSU in the Educational Leadership Higher Education track and in a few weeks I will be completing a spring internship program with the Center for Global Engagement (CGE). I am interested in pursuing a career in international student advising and the internship experience with CGE has given me the opportunity to gain firsthand insights of the demands and responsibilities of an international student advisor. I am excited about the prospect of helping international students adjust to the unique challenges of acclimatizing to life in a foreign country as they simultaneously pursue educational goals.

Off to College in the United States

The desire to work with international students stems from my own experiences as an international student. I am originally from Nigeria and first came to the US to pursue an undergraduate degree in Accounting and Business Law at Temple University in Philadelphia. A far back as I can remember, my parents promoted the idea of me developing a broader perspective by attending college in a foreign country. So, at 16, I boarded a plane headed to the US completely thrilled about

starting a new phase of my life. I looked forward to an exciting time enjoying the liberating experience of attending college far away from home, learning a new culture and making tons of new American friends. My expectations couldn't have been further from the ensuing reality that transpired!

Culture Shock is real

Starting college is an incredibly disruptive and challenging transition. Starting college as an international student, thousands of miles away from home in a brand-new country was an very stressful and overwhelming process for me. I had to adjust to a new academic curriculum and system defined by grade point averages and grading curves. Navigating a new classroom culture that encouraged faculty-student engagement and spirited discourse was new and difficult, as I came from a culture where an outspoken personality was tantamount to disrespectfulness and docile and reverent awe for faculty was more the norm.

Social interactions were also challenging. Friendship was generally an informal and casual proposition in the new cultural context, and it took me some time to adapt accordingly. As a result, I struggled to build friendships and felt lonely and isolated. I lived on campus and was placed in a co-ed dorm, a cultural taboo from my perspective! I was terribly homesick. I missed my parents and my old social network of friends. I could not get used to the frigid winter weather in Philadelphia and the novelty of American cuisine quickly wore off as I longed for my traditional meals. I had a classic case of severe culture shock and was completely and utterly miserable!

It got to the point that I couldn't care less about building global competencies or developing a multicultural mindset or any of the tremendous benefits of an international education. All I wanted to do, was get back on a plane and head back home where everything was safe and familiar. Thankfully, I made my way to the international student office instead and expressed my challenges and concerns to an international student advisor.

A successful transition at long last

The session with the international student advisor significantly transformed the acclimatization experience for me. After listening to me go on and on about how unhappy and miserable I was, and how being an international student was not as glamorous as I had envisioned, the advisor gently asked me two questions. "Would I consider joining the international student association and would I be interested in a student worker job at the Office of International Student Services?" I was initially irritated. I wondered if the advisor even paid attention to my concerns and what her questions had to do with my predicament.

Continued on next page ...

Reflections continued ...

The questions raised by the international student advisor were intentional and served to strategically address some of the critical coping mechanisms that can be instrumental in successful transitions for international students. Joining the international student's association provided an opportunity to interact with other international students and build a network of supportive relationships with peers encountering similar cultural transition challenges. The solidarity, empathy and encouragement derived from sharing experiences and bonding with other international students can help ease the acclimatization process tremendously. It did for me! Suddenly, I was surrounded by like-minded students who understood what I was going through, could relate to my fears and concerns, and were truly invested in helping each other succeed. Interestingly, the friendships I cultivated with other international students boosted my poise and confidence and ultimately helped me cultivate friendships with other American students as well.

I also took the student worker job at the Office of International Student Services. Again, the international student advisor intuitively understood that opportunities such as working on campus can facilitate student engagement and involvement and help promote a sense of belonging for international students struggling with the cultural adaptation process. I was a student worker at the Office of International Student Services during my undergraduate program. It was a very fulfilling job. I appreciated the opportunity to share my experiences with other international students at orientation or walk-in encounters at the office and give an authentic perspective about the cultural transition process. I loved interacting with diverse individuals and learning about different customs and traditions.

Advice and encouragement for other International Students!

All in all, I was truly able to acquire the multicultural competencies I sought when I bravely decided to leave home at 16 and start a new phase of my life in a foreign country! My advice to other international students struggling with the cultural adaptation process is to, first and foremost, take advantage of institutional resources. An international student advisor for instance, is a professional resource that can help guide the cultural transition process.

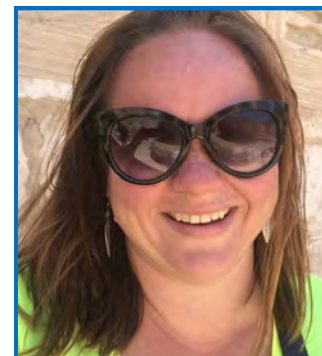
Proactively seek out and build relationships with other international students. Talk to each other about challenges and celebrate triumphs. You are all in it together and can help support each other! My closest friend today was a fellow international student from Burkina Faso whom I met when I joined the international student association on campus. We are practically family now!

Seek opportunities for engagement and immersion to the host culture and for positive involvement. Find a student worker job, join a campus organization, reach out to your professors and fellow American students and share your culture with them. Take a proactive approach and leverage the countless opportunities available to truly learn from your international experience. Lastly, maintain a sense of humor. After all, you have travelled the world to be an international student, you are truly living the glamorous life!

Greetings from the Editor

My name is Lauralin Innis. I was born in Mexico and grew up in Ecuador. In my adult life I've mostly lived in the NYC/NJ area. I also spent five years living in Nairobi, Kenya before moving to Columbus, GA.

I came to CSU in the Fall of 2019 as an MSOL/HR Management student. I have been serving as a Graduate Assistant in the CGE and it has been a pleasure working here. I have really enjoyed getting to know all of the students that come in and being able to help them learn about Study Abroad opportunities.



Fulbright Scholar Interview: Patricia Patrick



Where were you and for how long?

I was in Sumatra, Indonesia. I worked with 5 tribes across Bengkulu Province. I was there for four months. I was meant to be there for 6 months, but returned in March when the Fulbright program was canceled worldwide due to the COVID-19 outbreak.

What did your days look like?

When I was in Bengkulu city I rented a house and was lucky it had a toilet. Most toilets are a hole in the floor. I had a kitchen and a one burner gas cooker outside. I cooked all my food when I was home. They do not have tubs or showers. You take a bath out of bucket of water with a scoop. Most days I went to the university. A student picked me up with a scooter - no helmets. I was there during summer so the temperature was 89°F with 88-95% humidity during

the day. No air conditioning. When I was out in the villages collecting data, I lived with a local family. I took all my food - fruit, peanut butter, bread. I could not eat their food because I did not want to get sick. My favorite things were fresh coconut water and a stuffed pancake they made. I lost 13 pounds. We took baths in the river when I was staying near the river.

What were your greatest challenges/triumphs?

I had an allergic reaction to mangoes, which nearly killed me. I ate them on 3 different occasions and over time the reactions got worse as I did not know it was the mangoes. The third time my throat swelled up and I had to go to the hospital. The most amazing thing I did was stay at the Elephant Conservation Center. I camped on the river and stayed with the elephants for 3 days.

Tell us about your research

It's an extension of the research I have been doing for the last 14 years. My experiences and expertise in qualitative data collection *in situ* with families and intergenerational groups and my application of sociocultural theory will be instrumental in seeing the project to fruition. My first co-authored book looked at the Voice of Zoos and how zoos speak to the visitor. My second book was an edited volume describing the need for preparing informal science educators. In the book, I coined the term Sense of Conservation. People develop a Sense of Conservation through interactions with the local environment and hold beliefs about the organisms within the environment. A Sense of Conservation is an individual belief built on prior interactions with others. The interactions that inform the beliefs about conservation are from local myths or fictional stories, family histories, and moral tales that take place within the cultural context of the community. People connect themselves to the environment through family stories, beliefs, and one-on-one interactions. The images people collect about their local environment lead to their Sense of Conservation. This work will provide me a lens for framing the relationship between community, ecology, education, and health. Previous and extant research in traditional knowledge, personal ecological culpability, and sociocultural apprenticeship focuses on these as separate ideologies. I expand how these topics link to ecological understanding by: 1) describing ways Dukun and patients interact (communication roles, including power and authority), 2) defining how Dukun and patient's medicinal and religious beliefs are tied to their ecological understanding, and 3) providing a foundation for understanding how local ecological beliefs are framed by Dukun.

This qualitative ethnographic study probed the little understood social and religious self-identities and community-imposed identities of healers with an ethnographic comparative analysis of the eight tribes. The Dukun research literature foci are the types of medicinal plants used in healing and religious rituals. I diverge from the literature to explore the lived experiences of Dukun, their patients, and villagers through the lens of Islamic beliefs. Identifying and interpreting medical traditions and the healers' context within the village will provide a better understanding of the healer's power over the community's ecological development. I used verbal and visual data from the perspective of the participants and the researcher. The data are from interviews, observations, photographs, researcher journals, story-telling, and Dukun recipes. I use a discourse and systemic analysis to assess the physical and verbal interactions that occur between the Dukun and the community. This analysis allowed me to quantify interactions that occur in the moment and context of the situation.

What are your future plans?

I hope to continue to work with my colleagues in Bengkulu. We are working on research papers from the data we have. Additionally, I hope to return to complete the data collection. We hope to find funding in Indonesia and here in the US.

More info can be found at

<https://trishpatrickblogs.com/category/indonesia-blog-posts/>



International Education Week Photo Contest Winners

Emily King

Each year, during International Education Week in the Fall semester we ask students to submit their Study Abroad Photos. The photos are voted on via Facebook and Instagram and these are the three that received the most votes.



Jeremy Cover



James Franklin

International Student Field Trip: Wild Animal Safari



Before Spring Break, the CGE arranged for a field trip for the International Students. A bus was reserved and left CSU at 9am. The students enjoyed seeing all the animals and were even able to feed them.



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Volume 22	Columbus State University - Global Connection	Spring 2020
 <p>COLUMBUS STATE UNIVERSITY CENTER FOR GLOBAL ENGAGEMENT</p>	<h1>Cougars Abroad 2019 - 2020</h1>	
<p>Semester Programs (Fall and Spring)</p> <ul style="list-style-type: none"> Anglo - London South Bank Semester Internship Program Bangor University (Bangor, Wales) Beijing Institute of Petrochemical Technology (Beijing, China) Busan Global Village, (Busan, S. Korea) The Center for Bilingual Multicultural Studies (Mexico) Cherwell School, (Oxford, England) Chonnam National University (Gwangju, South Korea) Chonnam National University Exchange Program (Fall semester) Edge Hill University (Ormskirk, England) European Study Center (Heidelberg, Germany) Florence University of the Arts (Florence, Italy) Hankuk University of Foreign Studies (Seoul, South Korea) Heilbronn University (Heilbronn, Germany) Kansai Gaidai University (Hirakata, Osaka, Japan) Kyungpook National University (Daegu, South Korea) Manchester Metropolitan University (Manchester, England) National University of Ireland (Galway, Ireland) Oxford Student Teaching Program (Oxford, England) Oxford Visiting Student Program (Oxford, England) <ul style="list-style-type: none"> Regent's Park College St. Anne's College St. Catherine's College Pukyong National University (Busan, South Korea) Florence Classical Arts Academy (Florence, Italy) University of Chichester (Chichester, England) University of Waikato (New Zealand) CIS Abroad - Worldwide Locations 		
<p>J-Term Programs</p> <ul style="list-style-type: none"> CSU in France - International Studies CSU in Ethiopia - Environmental Issues in Sub-Saharan Africa 		
<p>Spring Break Programs</p> <ul style="list-style-type: none"> CSU in Ireland-Nursing CSU in the Bahamas (Andros Island) Ecology - Biology CSU in the Bahamas (Andros Island) Contemporary Health - Biology CSU in England—Education 		
<p>Maymester Programs</p> <ul style="list-style-type: none"> CSU in Belize - History & English CSU in Guatemala - Service Learning (English) CSU in Ecuador - Culture and Diversity in Education CSU in Panama - Biology CSU in Italy - Music/English CSU in South Korea - Computer Science & Business CSU in Quebec - Honors College CSU in Denmark - Music and Art in Scandinavia Independent Study Internship at Monkey Bay in Belize 		
<p>Summer Programs</p> <ul style="list-style-type: none"> Chonnam National University International Summer Session CSU In Japan - Trombone Ensemble CSU in Mexico - Spanish Immersion CSU in Southern Spain - Spanish Immersion CSU in South Korea - TESOL Internship CSU in South Africa - Kinesiology Internship CSU London Internship USG Goes Global - Berlin, Germany USG Goes Global - Edinburgh, Scotland USG Goes Global - London, England USG Goes Global - Porto, Portugal USG Goes Global - Vietnam USG Goes Global - Madrid, Spain USG Goes Global - Paris, France USG Goes Global - Waterford, Ireland USG Goes Global - China Florence Classical Arts Academy (Florence, Italy) Heilbronn University (Heilbronn, Germany) Kyungpook National University (Daegu, South Korea) Oxford Summer Session I - The Oxford Shakespeare Experience (Theater) Oxford Summer Session II - History of Higher Education: The Role of Oxford University / Young Adult Literature (Education) Oxford Summer Session III - Evolution & Darwin at Oxford University (Biology) Teikyo University - Japanese Language Immersion Program 		